Oklahoma Social Studies

# Grade 1

## Practice Standards

1 **The student will apply critical thinking skills to address authentic civic issues.** 1.P.1

1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. 1.P.1.1

A Describe how people can work together to make decisions in the classroom and school. 1.P.1.1.A

B Engage in democratic processes to address authentic, real-world problems in the classroom. 1.P.1.1.B

C Identify and discuss local problems and ways in which people are trying to address these problems. 1.P.1.1.C

2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. 1.P.1.2

A Collaboratively ask and respond to essential questions of common concerns to the student and community. 1.P.1.2.A

B Use supporting questions to help guide learning of specific social studies content. 1.P.1.2.B

C Practice critical thinking skills by responding to various levels of open-ended questions. 1.P.1.2.C

D With guidance, demonstrate understanding of social studies content through completion of authentic tasks. 1.P.1.2.D

2 **The student will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.** 1.P.2

1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. 1.P.2.1

A Identify democratic principles such as equality, fairness, and respect for the law. 1.P.2.1.A

B Identify responsibilities of people in authority in school and community settings. 1.P.2.1.B

C Describe the purposes of rules in various settings (e.g., family, classroom, school), how rules are made, and consequences for violating rules. 1.P.2.1.C

Skip to main content

2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. 1.P.2.2

A Identify a primary source of information and with support, gather basic information (i.e., author, date, facts). 1.P.2.2.A

B Identify point of view and examples relevant to the student's experiences. 1.P.2.2.B

C Explain possible reasons for an event and make simple timelines which reflect cause-effect relationships, with guidance and support. 1.P.2.2.C

3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. 1.P.2.3

A Answer geographic questions using geographic information about the student's own community. 1.P.2.3.A

B Identify and describe the community's human and physical environment through the use and creation of simple maps and photographs of the community. 1.P.2.3.B

C Identify how the physical environment impacts our daily lives and affects human activities. 1.P.2.3.C

4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. 1.P.2.4

A Collaboratively gather simple economic data from graphs. 1.P.2.4.A

B Identify needs and wants, including the concept of freedom of choice. 1.P.2.4.B

C Identify examples of the goods and services that school and community workers provide. 1.P.2.4.C

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3 **The student will engage in critical, active reading of primary and secondary sources related to social studies concepts.** 1.P.3

1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. 1.P.3.1

A Locate the topic or main idea and supporting details of a text. 1.P.3.1.A

B Use titles and graphic features, including photographs and illustrations, to understand a text. 1.P.3.1.B

2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. 1.P.3.2

A Identify the author's purpose, with guidance and support. 1.P.3.2.A

B Locate facts that are clearly stated in a text (e.g., who, what, where, when, why, how). 1.P.3.2.B

C Ask and answer basic questions and engage in collaborative discussions about appropriate topics in a text. 1.P.3.2.C

Skip to main content

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**The student will develop a variety of evidence-based written products designed for multiple purposes.** 1.P.4

1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. 1.P.4.1

A Draw, label, dictate, and write an informative product with guidance and support. 1.P.4.1.A

B With guidance and support, draw, label, dictate, and write to express an opinion, providing reasons as support. 1.P.4.1.B

2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. 1.P.4.2

A With guidance and support, generate a list of topics of interest and questions about social studies. 1.P.4.2.A

B Organize information found during group research, using graphic organizers and other aids with guidance and support. 1.P.4.2.B

C With guidance and support, deliver a simple presentation to communicate ideas and thoughts. 1.P.4.2.C

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**Content Standards**

**1 The student will analyze their role as a citizen in a community.** 1.C.1

1 Identify the basic purposes of government and explain how governments protect citizens' rights, while providing for the common good. 1.C.1.1

2 Define a democracy as a form of government in which citizens make decisions for their communities. 1.C.1.2

3 Explain how leaders in our state and nation are elected by citizens to make laws for the protection of people and their property. 1.C.1.3

4 Define the concept of civic duty, identifying characteristics of responsible citizenship in a democracy (e.g., respect for laws, voting, and volunteerism). 1.C.1.4

5 Describe how citizens within communities work together to accomplish common tasks, using examples relevant to student experiences. 1.C.1.5

6 Explain patriotic traditions that unite citizens. 1.C.1.6

A Explain the purpose and meaning of The Pledge of Allegiance and the significance of the phrase “under God.” 1.C.1.6.A

B Explain the purpose and the meaning of the Salute to the Oklahoma Flag. 1.C.1.6.B

C Describe appropriate flag etiquette for both the national and state flags. 1.C.1.6.C

D Explain appropriate ways to show respect during the playing of the national anthem, “The Star- Spangled Banner,” by Francis Scott Key. 1.C.1.6.D

E Examine ways citizens can demonstrate patriotism, including military service, honoring veteran cemeteries, and celebrating Independence Day. 1.C.1.6.E

Skip to main content

F Explain how we celebrate our nation and its history through patriotic songs (e.g., "My Country, 'tis of Thee," "God Bless America"). 1.C.1.6.F

7 Identify and explain the meaning of the United States' official motto, "In God we trust," including the importance of religion to American people. 1.C.1.7

8 Using biographies from early American history, explain historical examples of patriotism and civic virtue as exemplified during the early American republic, including 1.C.1.8

A Leadership (e.g., Chief Powhatan, Patrick Henry, Thomas Jefferson) 1.C.1.8.A

B Military Service (e.g., John Paul Jones, Nathan Hale) 1.C.1.8.B

C Science and Technology (e.g., Benjamin Banneker, Meriwether Lewis, William Clark) 1.C.1.8.C

D Public Service (e.g., Benjamin Franklin, George Washington, James Madison). 1.C.1.8.D

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**2 The student will examine how we learn from the important events and people of the past.** 1.C.2

1 Describe and explain the meaning of important symbols of the United States (e.g., Bald Eagle, Liberty Bell) and examine how American symbols, holidays, and celebrations help to develop a shared sense of history and community. 1.C.2.1

2 Identify primary sources (e.g., letters, photographs, diaries, newspapers, official papers) and explain how they help us learn about the past through firsthand accounts. 1.C.2.2

3 Read and construct basic timelines of related events to demonstrate an understanding of the concept of chronology, as well as cause and effect relationships. 1.C.2.3

4 Compare the ways individuals and groups in the local community and region lived in the past with how they live today (e.g., housing, communication, transportation, occupations). 1.C.2.4

5 Explain how American Indians played a role in their original homelands and thrive in Tribal communities today. 1.C.2.5

6 Explain how Americans from different cultural backgrounds immigrated to the United States, comprising and contributing their traditions to our national heritage. 1.C.2.6

7 Identify stories about people and ideas from Judaism that influenced the American colonists, the Founders, and American culture (e.g., David and Goliath, Moses and the Ten Commandments). 1.C.2.7

8 Describe the contributions of people and groups commemorated on national holidays (e.g., Veterans Day, Thanksgiving, Presidents' Day, Dr. Martin Luther King, Jr. Day, Independence Day). 1.C.2.8

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**3 The student will demonstrate knowledge of basic geographic concepts.** 1.C.3

1 Explain that a globe is a model of the Earth and that maps can be used to represent local places or specific regions of the state, nation, or world. 1.C.3.1

Describe the difference between physical and political maps and how each can be used to inform about the world. 1.C.3.2

Skip to main content

3 Construct maps of specific places, such as the community and state, and describe the relative location of physical and human features. 1.C.3.3

4 Distinguish between landmasses and bodies of water on a map and globe, identifying the continent of North America and the countries and oceans bordering the United States. 1.C.3.4

5 Identify cardinal directions and use them to identify specific locations on a map and globe, including the location of the national capital, Washington, D.C., and the Oklahoma state capital. 1.C.3.5

6 Identify natural resources (e.g., water, soil, vegetation, minerals) and describe how people use natural resources to meet their needs and wants. 1.C.3.6

7 Identify ways in which people adapt to the world around them (e.g., specific clothing for different climates, storm shelters). 1.C.3.7

8 Identify how the physical environment of the community has been modified to meet specific needs (e.g., agricultural crops, forestry, dams). 1.C.3.8

9 Describe how the physical environment affects occupational and recreational opportunities in the local community and region. 1.C.3.9

10 Define culture and identify the elements of culture (e.g., language, customs, religion, food, clothing), using examples relevant to student experiences. 1.C.3.10

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**4 The student will describe the characteristics of free enterprise.** 1.C.4

1 Explain how Americans are free to make choices about what to buy and that choices are necessary because they cannot have everything they want. 1.C.4.1

2 Differentiate between natural resources and human-made products. 1.C.4.2

3 Explain how goods are produced from natural resources using human labor, identifying examples of goods and services that people in the local community produce (e.g., agricultural products, oil and gas, aerospace industry). 1.C.4.3

4 Explain how people are paid for their labor and how some people own their own businesses to earn money. 1.C.4.4

5 Compare the roles of consumers and producers in the American economy and explain how individuals are both producers and consumers. 1.C.4.5

6 Explain the costs and benefits of spending and saving in order to meet one's needs and wants. 1.C.4.6

7 Describe how setting goals and creating a budget help people obtain their needs and wants. 1.C.4.7

8 Explain how historical American inventors and entrepreneurs used their ideas to help others (e.g., Robert Fulton, Samuel Morse, Alexander Graham Bell, Thomas Edison). 1.C.4.8